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~~reserving myself to~~ ~~In entering upon~~ this Subject
~~Dead Languages~~ I must declare that I ~~have~~ am
actuated by no Unkind feelings to
any of the Gentlemen who preside over
those institutions, ~~or~~ who are con-
=cerned in conducting education in them.
On the Contrary, I consider myself as
related them, by the Office of a teacher
of Medicine which I hold in this
University. ~~Many Strictures~~ The remarks ~~make upon the plan~~ therefore I shall
~~Books~~ of instruction pursued by them
be the strictures
shall ~~be~~ not ~~those~~ of an enemy, but
the Complaints of a friend & a brother.
I ~~cannot in the Opinion~~ shall begin by taking notice, that
the same branches of learning are taught
~~in~~ ~~are~~ in our American Seminaries,
and in the same way, in which they

more
~~200~~ taught in the Universities of Great
200 years ago,
Britain, without a due Allowance being
made for the ~~difference of the~~ time, and
~~of the~~ different Obligations and interests
which have been created by time, and
the peculiar state of Society in a new
Country, in which the business of the principal
part of the inhabitants is to obtain the
first and most necessary means of Sub-
-sistence.

It is equally a matter of ~~just~~ regret,
that no accomodation has been made
in the System of education in our Seminaries
to the new form of our Government,
and the many national Duties, and Objects of
knowledge ~~Duties~~ that have been imposed upon
us by the american Revolution.

Instead of instructing our Sons in

V they are compelled to spend the first School,
five years after they enter ~~what is~~
in learning two languages which
~~are daily~~ no longer exist, and are rarely
spoken, ~~which acquired from books~~ —
— which have ceased to be the Vehicles
of Science and literature, & which
contain no knowledge but what is to
be met with in a more improved
& perfect State in modern languages.

This

most
the ~~firs~~ Arts essential to their existence,
and in the means of acquiring that kind of knowledge
which is connected with the time, the
country, and the government in which
they live, this are transported across the
ocean, and taught to live among a
people whose manners, laws, and cus
languages have ceased to exist, for all
this is done by the custom of filling
up the first five years of a boy's
time in teaching him, ~~to~~ almost ex-
~~almost exclusively~~
clusively, the latin and greek languages
This ~~The folly of~~ practice so contrary
to reason, ~~and~~ is marked by ~~several~~
~~circumstances by~~ in the manner in which
it is conducted, by several circumstances
which ~~as~~ are, if possible, still more
characteristic of its folly. ———

This is so far from being true, that I believe
& ~~the dead languages when imposed thus~~
they
~~early in life~~ serve rather to weaken and
distort his faculties, and to render them
unfit for the higher branches of educa-
-tion.

I ~~do~~ ~~Thus~~ latin and greek languages
are imposed upon a boy before his ~~mind~~
mind is sufficiently opened to comprehend
~~any~~ this principles, or ~~lessons~~ Objects. It is im-
-possible by any art to make him ~~before~~
~~he is twelve years of age~~, any thing but
a playful Vocabulary of latin, and
before he is twelve years old.
Greek words, ~~It~~ I know it has been
said ~~that~~ in favor of the practice of
~~mere~~ connecting the latin & greek
with ~~the boys~~
Grammars ~~in the hands of a boy~~ a kite,
or a cup and ball,
~~as~~ in the hands of a boy, that they
serve like a wedge to open his mind,
and thereby to prepare him for other studies.
This practice however specious it may
appear, is as absurd as an attempt would
be to impart strength to the stomach of a
constantly
child by feeding it with coarse animal food.

2 Too much time is consumed in teaching
grammar rules, before a boy is called upon
to apply them in the construction, and
translation of the languages. This is an inver-
-sion of natural Order. Grammar ~~should be~~ rules
~~acquired through the medium by reading &~~
~~translating the languages~~ By by being resorted
to only when ~~it was~~ they were required to assist in
the translation of a Sentence, would be
perfectly understood, and ~~retained~~ so impressed upon the memory,
as never to be
forgotten.

3 The ears ~~is~~ are never employed the eyes, &
the memory ~~in learning~~ by means of in acquiring
those languages by means of
Latin and Greek ~~languages by means of~~
Conversations, ~~in acquiring these languages.~~

4 The poets and Orators are ~~read exclusive~~ preferred to
~~of the most useful~~ historians and
philosophers of ancient times. The
former are calculated to impart

pleasure only; the latter, ~~contain~~ contain ~~knowledge~~, ~~contain~~ much useful ~~a great deal of~~ knowledge, capable ~~most to use~~ being applied to ~~the~~ many ~~of the~~ of ~~a~~ ~~public and private af-~~ ~~fairs of life~~ useful purposes in life. —

5 So much time is employed in teaching the dead languages, ~~as to leave but but a~~ ~~small~~ that but two years are left, out of seven; in the Ordinary Course of a young Man's education to teach the Arts and Sciences.

From this defective ~~and vicious~~ mode of teaching the dead Languages, it follows that few boys ~~are~~ ever learn them ~~so as to~~ ~~taught learned~~ ~~be able to~~ perfectly, and none who apply ~~to business, or to~~ to professional business, after they ~~leave College~~, are able to read them seven years after they leave College.

~~Reading, writing and Arethmetic~~
~~impossing rank of~~
~~From the study which the Latin~~

2ª Such is
V ~~Incon~~ the ~~inattention~~ impertinent rank of the
Greek that
Latin languages the correct knowledge
is seldom obtained in the Seminaries in
which they are taught, of Reading, writing
& Arithmetic.

~~and~~ Greek languages, ~~holds in no known~~ a correct knowledge ~~of~~ is seldom obtained in them ~~seldom~~ of Reading, Writing, and Arithmetic ~~is as~~ obtained in them. ~~education~~ very rarely cultivated in the ~~young of our~~ young ~~men~~. Public Speaking is substituted to reading. ~~That~~ The hand writing is impaired by composing ~~Latin~~ latin Versions, and no pains are taken to ~~instruct them in~~ teach the proper use of points and Capitals. Arithmetic is ~~cons=~~ ~~=dered as the Science of Children.~~ wholly ne=
=glected, or taught in ~~to~~ a most superficial a man=
=ner ~~to be useful~~ of its total neglect I have lately heard a melancholy instance. A young Gentleman who graduated ~~those~~ some years ago at one of our ~~Universities~~ Seminaries in=
=formed me, that he had never been ex=
=cised in a rule of Arithmetic after he ~~entered~~ ~~left~~ College, and that he believed there was not a member of ~~his~~ the class

that graduated with him, that could repeat from memory, the multiplication table.

What a strange compound of contradic-
-tions is man, in all his pursuits! he
requires a knowledge of reading, writing &
Arethmetic in the business of every day of our lives. he
seldom recurs to our knowledge of the latin
and Greek languages, and yet we spend
five years in acquiring them at the ex-
-pense of the common and practical
branches of english literature. In this
conduct we resemble a man who throws
away his Coin, and burdens himself with
~~the~~ fragments of ancient statues in
travelling through a foreign country,
or to use a more familiar simile,
we lay out our patrimony in ~~distant~~

tracts of distant territory, which ~~to~~ serve only to create a name for wealth, and suffer at the same time by neglec-ting to obtain ~~a comfortable~~ a certain and profitable income by the cultivation of a farm.

3 ~~dly~~ There is not I believe a ~~single~~ Seminary of Learning in the United States in which a student is obliged to learn the French lan-guage previous to his being admitted to a literary honor. ~~He obtained~~ The entertain-ment, and even splendor of a Commence-ment I am sure would be much en-creased by orations ~~and~~ or Dialogues in that popular and general vehicle of Science and literature.

5a

4 The German and Italian languages
are ~~not~~ not taught in any of the
Colleges of the United States. ~~[illegible]~~
5 A Course ~~[illegible]~~ of Lectures upon the
Evidences, Doctrines and precepts of Christi-
-anity forms no part of the education of
young men in our Country. The small
portion of instruction which is given
upon these important subjects ~~[illegible]~~
is too
by means of Catechisms ~~which are too~~
Abstruse to be intelligible, or too simple to
be useful. ——

It is remarkable that the ancient
much
Greeks whose wisdom, we are so ~~[illegible]~~
disposed
to admire, made the principal part
of education to consist in learning
the Religion and language of their

6 v No instruction is given in natural history in our American Seminaries. Even the names of the beautiful ~~is wonderful~~ and various furniture of our globe are never mentioned in our Schools, except ~~boston~~ ~~our young men are taught~~ in a dead language.

Country. The Americans ~~in their plans of education~~ exclude ~~both their~~ the Religion ~~and the language of their country from their plans of education~~ as a System vernacular altogether, and give their language but a humble place, in their plans of education. ~~But this acknowledges~~ ~~In this~~ ~~method~~

But every truth has its counterfit error in which it ~~the~~ receives the homage due to its original. The Americans ~~ignorantly~~ indirectly ~~do~~ acknowledge the advantages of instruction in the Religion and language of their country, by teaching our young men ~~the~~ the Religion and language of the ancient Greeks. Thus the Indian acknowledges the Being and goodness of a God, ~~by~~ in his ~~the~~ idolatrous worship of the Sun.

7 Geography is taught so superficially,

and crouded with so many other studies than
& Sciences
few young men know more than its
first elements when they leave College.
~~Nothis~~ There is not so much merit
in knowing this ~~great history of our globe~~
said Lord Mansfield, as there is disgrace
in being ignorant of it. We learn to
neglect this study from the ~~ancient~~ practice of
~~the~~ European
Schools.
~~Accasion~~ The celebrated Mr James Harvey
left the University of Oxford with the
Character of an accurate Scholar. Soon
Afterwards he was referred to in a large com-
-pany to decide a Controversy upon the
latitude of the ancient city of Jerusalem.
He ~~acknowledged his ignorance~~ was silent, but
was so much ashamed of his ignorance
that he applied himself immediately to the Study of
Geography, and became as eminent for

his knowledge of
it, as he was for his critical knowledge of
~~possible~~ the dead languages.

¶ Moral philosophy as taught in
our Colleges was declared by the celebrated
Jonathan Edwards, to be a regular system
of instruction in practical deism.

¶ ~~The Science of metaphysicks has un-~~
~~dergone a Revolution in our Seminaries~~
since The works of Dr Reid & Dr Beattie have
produced a Revolution in the Science of
metaphysicks in our American Semina-
-ries. It is now very properly limited to
the history of the faculties & operations
of the human mind. Very different were
its Objects in
~~for~~ five & thirty years ago. I cannot recollect, even
at this distant period of time, without dis-
-gust, my having been compelled to listen for
~~hours~~ several hours to one of my

masters while he talked of possibilities
-is tenses, the infinity of Space, the
Ubiquity of Spirit, and many other such Subtleties
of the learning of the 13:th & 14:th Centuries.
" And still we gazed, and still our Wonder
grew.
" That One small head, should carry all
he knew. ——

10. I feel myself happy in being able to
do justice to the good sense of our
Countrymen in the rank they have given
to mathematicks in all our Seminaries. But we have
reason to complain only of more time
being consumed in teaching some of its
speculative branches, than is accommodated
to the present exegencies of our Country.

A laudable zeal has likewise been
discovered in the Universities of the United States

for the teacher

and afterwards, to ask ~~them~~ questions upon them.

for the Study of natural philosophy. It is to
be
~~hoped the be~~ lamented that ~~it has~~ the
instruments an extensive apparatus
heart of a ~~Philosophical~~ ~~apparatus~~
very much limits
~~is~~ ~~renders~~ instruction ~~upon~~ in this
important
branch of Science ~~by~~ in all our
~~the extensive~~ ~~that~~
American Seminaries.
~~exist there~~ in the European ~~Seminaries~~.

12 In teaching the different ~~branches~~
that have been mentioned,
~~of~~ Sciences, it is common to give but
one course of each of them to a Class, in
which little more is understood than ~~the~~
the ~~meaning~~ meaning of the technical
terms
~~words~~ of the Science. To teach them
perfectly, they should be repeated two or
three times. It is common likewise to
oblige to read
~~ask questions of~~ Students upon the subjects
of lectures before they ~~have~~ hear them,
This is an inversion of the natural
Order of instruction. A Lecture should

a note

† In this way Dr Priestley taught
the academy of Warrington, in England, and to it, he
owed ~~to~~ most of his success & fame as a
teacher. ——

first be given, ~~to~~ and the students after-
-wards be interrogated upon all its parts.
If any Obscurity should remain in their
minds, they should be encouraged to
apply publickly, or privately to their
teachers to have it removed. +

13 From a review of what has been
said, it is obvious that learning, and
knowledge, are Distinct things. Words con-
-stitute ~~knowledge~~ learning. Knowledge consists
only of truth, of which words are nothing
but the vehicles. It is further obvious from
the ~~foregoing~~ facts that have been mentioned, that
the person we call a Scholar has commun-
-ded an undue degree of respect from the
World. He is too often nothing but a living
vocabulary of ~~dead~~ dead words. I should be
glad to see the term banished our Gram-
-ty as far as it relates to the Latin &

Greek languages, and this epithet Philoso-
-pher — a well-informed man, and good citizen
substituted in its room. —

we have rejected hereditary powers
in the governments of our country. But we
continue the willing subjects of a system
imposed upon us by our Ancestors in the 14th &
15th Centuries. Had medicine, agriculture,
mechanics, astronomy, navigation &
medicine been equally stationary, how dif:
-ferent from the present, would have been
the condition of mankind! Considering the
immense influence which the Art of print:
-ting, commerce, and the discovery & settlement of the
coast to be place discovery & settlement of the
discovery & settlement of South &
North America have had upon human af:
=fairs, and political it is not too bold
to apert that there is scarcely any thing just
or proper in Art or Science that was

believed to be so. two hundred years ago.

The presses of Europe & america have lately teemed with publications in favor of the rights of man. the rights of women have likewise ~~been~~ appeared with great ~~so~~ ingenuity and eloquence. To these performances I should be glad to see added a defence of the rights of Schools boys. much ~~be~~ might be said in favor of this right to be ~~taught~~ benefitted by the early and proper use of their Senses in becoming acquainted with the works of nature & Art — to ~~be~~ acquire ideas before words — to be instructed in the means of maintaining a familiar ^ in= =tercourse with the world by means of reading, writing and Arethmetic, — to be governed at School by the principles of reason & humanity, ^ and finally, their right ^ to the inheritance ~~of~~ and ~~direction~~ of ~~all~~ this ^ minds ~~faculties~~ un= ^ = impaired

by ~~wrong~~ useless & debilitating studies,
finally ~~of their~~ right ~~to~~ the direction of
and ~~to finally to be right to employ~~
~~their time and Attention in that way~~
~~of directing of~~ their faculties to those purposes
for which they were intended, by their
wise and benevolent Creator.

I am aware Gentlemen of the preju-
-dices which are entertained against many
of the Opinions which I have delivered ~~upon~~
in the Course of this Lecture. It was re-
-marked that not a single physician who
was above forty years of age, adopted D^r Harvey's
discovery of the Circulation of the Blood. I
despaired of making Proselytes among men
who have passed that unchangeable period
of life. ~~All my hopes of success in spreading~~
~~my Opinions are founded upon the kindness &~~
~~freedom of inquiry which are connected in~~
~~Youth~~
~~early life with the study of medicine. I shall~~
~~submit therefore with patience to the Obloquy~~
~~which awaits them from the friends~~

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~~of the Ancient Order of things. They will not perish with their Author, nor pass away~~ To their Obloquy I shall submit with patience, Under a full conviction that the rising Generation, ~~of~~ which you compose a respectable part, will do my Opinions ~~of~~ justice. ~~They~~ you will not perish with the name of their Author, nor ~~pass~~ to ~~away~~ pass away with the hours in which they have been delivered.

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